

## Referral Form – Intervention & Prevention Teacher Support

(FORMS SHOULD BE SUBMITTED TO INTERVENTION & PREVENTION TEACHER'S LINE MANAGER)

<b>Name of Lead Professional</b>		<b>Designation</b>			
<b>Pupil Name:</b>					
<b>Date of Birth:</b>					
<b>School:</b>					
<b>Class:</b>					
<b>CfE Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Talking &amp; Listening</b>	<b>Maths</b>	<b>Health &amp; Wellbeing</b>
<b>Aberdeenshire Staged Intervention Level</b>					
<b>Brief summary of the pupil's strengths</b>					
<b>Brief summary of barriers to learning / factors giving rise to the need for additional support.</b>					
<b>Access to the curriculum</b>					
<b>Communication</b>					
<b>Mobility</b>					
<b>Safety</b>					
<b>Self-help skills</b>					
<b>Sensory needs</b>					
<b>Social skills</b>					
<b>Other</b>					
<b>Please highlight the staged interventions currently in place or attempted previously and an indication of the impact of the intervention. Include staff / other professionals who have supported</b>					
<b>Staged intervention</b>	<b>Other intervention / further detail / impact</b>		<b>Staff / other professionals involved</b>		
<b>Universal Support (Level 0) e.g.</b> <ul style="list-style-type: none"> <li>High quality learning and teaching approaches and environment</li> <li>Cooperative learning and active literacy</li> <li>Multisensory approaches to teaching and learning</li> <li>Dyslexia friendly environment (use of Dyslexia Toolkit)</li> <li>English as an Additional Language (EAL) advice</li> <li>Autism friendly environment</li> <li>Whole school approach to positive behaviour including restorative practice</li> <li>CALM theory has been completed</li> <li>Use of Total Communication Policy</li> <li>Use of visual supports (Widgit - Communicate: In Print) should be used for visual timetables etc.</li> <li>Personal learning planning incorporating differentiated curricular resources</li> <li>Nurturing environment and positive relationships</li> <li>Robust assessment arrangements linked to tracking, monitoring and reporting</li> <li>Additional Support for Learning (ASL) advice and consultation</li> </ul>					

<p><b>Targeted Support (Level 1) e.g.</b></p> <ul style="list-style-type: none"> <li>• Children and young people may access targeted individual / group intervention</li> <li>• Assessment and intervention by Additional Support for Learning (ASL) teacher</li> <li>• Targeted support from Pupil Support Assistant (PSA)</li> <li>• Professional dialogue with Educational Psychology Service</li> <li>• Advice and consultation from Sensory Support Services</li> <li>• English as an Additional Language (EAL) advice and consultation/ targeted support</li> <li>• Informal advice from Aberdeenshire Special Technology Service (ASPECTS)</li> <li>• Supervised extra time, separate accommodation, digital papers for assessment e.g. SQA, formal assessment</li> <li>• Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start</li> <li>• Alternative strategies to de-escalate emotion or behaviour</li> <li>• Use of Makaton</li> <li>• Access to quiet area/ sensory room</li> <li>• Outreach provided by Enhanced Provision</li> </ul>		
<p><b>Targeted Plus Support (Level 2) e.g.</b></p> <ul style="list-style-type: none"> <li>• A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP</li> <li>• Regular contact with named staff member for support</li> <li>• Nurture group support</li> <li>• Adapted timetable arrangements to facilitate targeted support</li> <li>• Enhanced Provision in-reach,</li> <li>• Single Agency Assessment and Child's Plan</li> <li>• Targeted speech, language and communication intervention in accordance with IEP targets</li> <li>• Targeted literacy intervention in accordance with IEP targets</li> <li>• English as an Additional Language (EAL) – targeted support in response to additional support need (other than EAL)</li> <li>• Targeted support from Sensory Services</li> <li>• Targeted support for assessment e.g. reading, scribing</li> <li>• Targeted enhanced transition planning at key stages</li> <li>• Outreach support provided by Community Resource Hub</li> <li>• Access to a personalised curriculum to support social, emotional and life skills development e.g. RDA, swimming, community visits</li> <li>• Formal consultation with Educational Psychology may be appropriate</li> <li>• Formal consultation with Aberdeenshire Special Technology Service (ASPECTS) which may lead to targeted intervention</li> <li>• Targeted intervention from Community Learning and Development (CLD) in accordance with Child's Plan</li> <li>• Targeted intervention from IPT, PSW and school counsellors in accordance with the Child's Plan</li> <li>• Short term individual tuition may be authorised by Inclusion, Equity and Wellbeing Team</li> </ul>		
<p><b>Intensive Support (Level 3) e.g.</b></p> <ul style="list-style-type: none"> <li>• Multi-agency assessment and Child's Plan</li> <li>• Coordinated Support Plan where appropriate</li> <li>• Alternative and augmentative communication system</li> <li>• Regular targeted support required to attend to care needs</li> <li>• Targeted programs of work by education staff under the guidance of NHS staff</li> <li>• In-reach support provided by Community Resource Hub</li> <li>• Targeted support to develop social, emotional and life skills through the implementation of LPP</li> </ul>		

<b>Please tick to indicate documentation that is currently in place:</b>			
Individual Education Plan		Managing Accessibility Plan	
Single Agency Child's Plan		Behaviour Risk Assessment	
Multi Agency Child's Plan		Personal Emergency and Evacuation Plan	
Coordinated Support Plan			
NHS Protocol(s)		Detail of NHS Protocol(s):	

<b>Please tick to indicate other services and agencies involved:</b>			
Community Paediatrician		Educational Psychology	
Social Work		CLD	
Child & Family Mental Health		Intervention & Prevention Teacher	
Occupational Therapy		Pupil Support Worker	
Physiotherapy		Nurture Teacher	
Speech & Language Therapy		Sensory Support Service	
Other (please specify below)		EAL Service	
		School Counselling Service	
		Learning Pathway Plus Provider(s) (please specify below)	

### **Views of parents / carers**

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### **Views of child / young person**

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Type of support required	✓	Further information if necessary
Whole Class input		
Group work		
Work with individual pupil		
Individual Behaviour Risk Assessment and Plan		
Strategies		
Other		

**How can the Intervention & Prevention Teacher support the professional development of staff as part of the intervention e.g. restorative approaches, autism friendly strategies?**

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**Based on the SHANARRI indicators, what would the impact and benefit be to the pupil/family if support from the Intervention & Prevention Teacher is approved?**

Safe	
Healthy	
Achieving	
Nurtured	
Active	
Respected	
Responsible	
Included	

**Proposed Targets and Anticipated Exit Strategy**

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**Head Teacher's Signature**

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Outcome	
Date referral form considered :	
Outcome of referral:	Date lead professional informed:
<b>Timeline of support i.e. dates and times:</b> (Support is generally provided in blocks of 6 – 8 weeks but a degree of flexibility may be required)	
Anticipated exit date:	

<b>Head Teacher's Signature (Intervention &amp; Prevention Teacher's Line Manager)</b>		<b>Date:</b>
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